

LGBTQ*-Specific Medical Education at the University of Kentucky

JESSICA ADKINS, RACHEL LOOFF, and KEISA FALLIN-BENNETT, MD/MPH

University of Kentucky College of Medicine

Abstract

The lesbian, gay, bisexual, transgender and queer/questioning (LGBTQ*) community continues to face bias in the healthcare system that contributes to their increased risk for health disparities. Current literature indicates education of providers can mitigate health disparities but education at most schools is lacking.

The purpose of this project was to evaluate first (M1) and fourth (M4) year medical students' perceptions concerning LGBTQ*-specific medical education at the University of Kentucky College of Medicine.

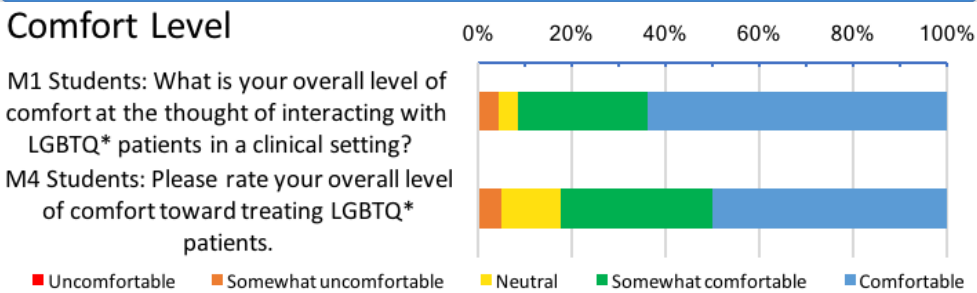
Objectives

- Evaluate current medical student training at UKCOM in issues specific to LGBTQ* patients
- Identify opportunities for improvement in pre-clinical and clinical curriculums

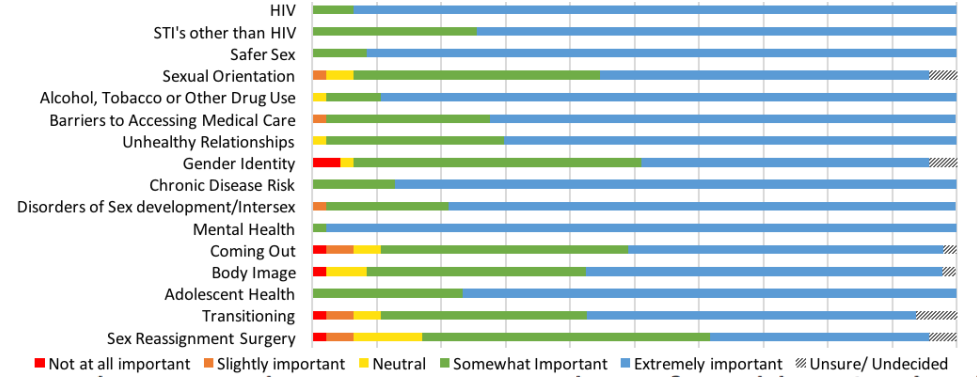
Methods

- IRB- approved survey emailed to M1 and M4 classes in January 2017
 - 34% response rate
- Survey designed to compare to national literature, with additional questions concerning educational preferences and confidence in LGBTQ* care

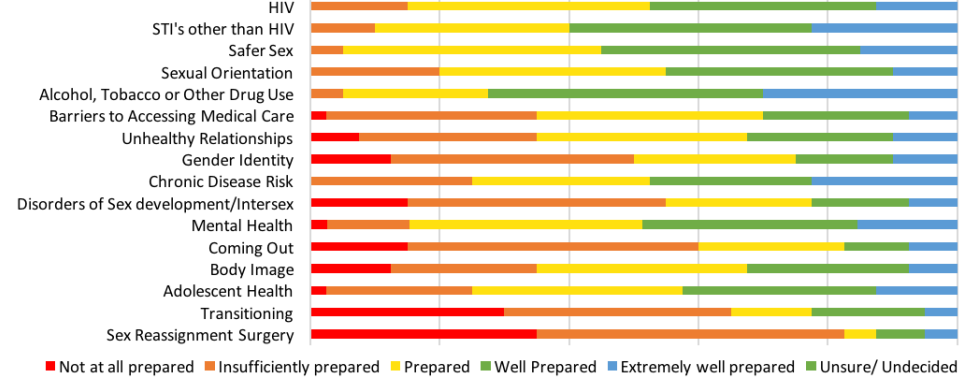
Results



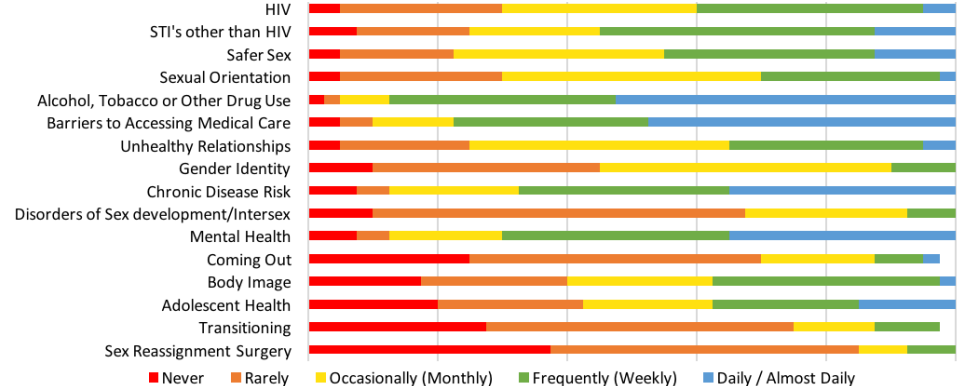
How important do M1 students think it is, as future physicians, to learn about each of the following healthcare issues?



How do M4 students rate preparedness for addressing healthcare issues unique to LGBTQ* individuals?



How often in future practice do M4 students anticipate encountering each of these issues?



Which additional training opportunities in LGBTQ* health would you be interested in receiving, now or in the future?

Training	M1 Interest	M4 Interest
Shadowing opportunities	66.0%	57.5%
Interview training	53.2%	37.5%
Standardized patient training and exams	48.9%	47.5%
Clinical elective opportunities	46.8%	57.5%
Education integrated with diversity sessions	34.0%	40.0%
Pre-clinical elective opportunities	31.9%	55.0%
Lectures and class presentations	31.9%	57.5%
Residency Track	6.4%	5.1%

Conclusions

- UKCOM results are congruent with national results from medical college deans** and students***
- Survey identified lack of education in:
 - Barriers to access
 - Gender identity
 - Coming out
 - Sexual identity disorders
 - Gender transitioning, gender confirmation surgery
- M1s and M4s want more hands-on training
 - Shadowing opportunities
 - Interview training with standardized patients
 - Clinical and pre-clinical electives

References

**Obedin-Maliver, et al. Lesbian, gay, bisexual, and transgender-related content in undergraduate medical education. *JAMA*, 2011; 306(9):971-977

***White W, Brenman S, Paradis E, et al. Lesbian, gay, bisexual, and transgender patient care: medical students' preparedness and comfort. *Teach Learn Med* 2015;27(3):254-63.